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ABSTRACT

This booklet is intended to serve as a resource for instructors who are beginning a job club program for their adult students. The following topics are addressed in the guide: the main purposes and activities of a job club, criteria for establishing the success of a job club, competency expectations for job club participants, job club assessment, how to set up a job club, curriculum for a job club, and curriculum guidelines. (MN)

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A PRACTICAL GUIDE TO JOB CLUB INSTRUCTION

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5. **Survey Results of Hiring Practices in Marquette County**
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MARQUETTE AREA PUBLIC SCHOOLS
JOB CLUB PROGRAM STAFF

Nancy Peterson — Coordinator/Instructor

Peggy Bortolameolli -- Aide/Instructor

Peggy Haile — Division of Community Education Secretary
and Office Manager

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Northern Michigan University — Office of Placement and Career Planning

— Lydia M. Olson Library

— D. J. Jacobetti Vocational Skills Center

Marquette Senior High School Career Resource Library

Peter White Public Library

Southkent Community Education

Kent County Department of Social Services

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Introduction

The Marquette Area Public Schools has conducted over 40 Job Clubs during the past three years. The program was designed to accommodate one-half unit of high school credit (60 hours) and is a component of the Adult Education curriculum. Each Job Club meets three hours a day, five days a week, for four weeks. Although the focus of the Job Club continues to be the job search, the curriculum has undergone many changes and modifications during this time.

This project developed from a need felt by the Marquette Area Public Schools to improve its own program and to identify for other systems or districts those items responsible for its successful Job Club programs.

There already are in existence curriculum materials and worksheets available to those beginning a Job Club program. However, Job Club is much more than a collection of worksheets. The underlying philosophy of the program, the expectations of those in charge, the tone established in the classroom, the focus of the class, the subject content, and the esprit de corps or lack of it — all contribute to the success of the program.

In the search for program improvement, a significant lack of information in this area was noticed. This booklet is an attempt to fill that gap. Although it is intended primarily for use by those just beginning a Job Club program, it is hoped that other instructors in the field will find it useful as well. Since the majority of questions about the program directed to the school system seem to deal with the very basic matters of instruction, much of the material which follows consists of the *nitty gritty* or the most elementary aspects of classroom instruction.

Background

For the past three years the Marquette Area Public Schools has offered Employability Skills classes for the Marquette County Department of Social Services as a means of providing its clients with instruction in conducting an effective and intensive job search. All clients receiving assistance from the State of Michigan are required to attend a Job Club and no screening or pre-selection is used. Clients who complete Job Club and are still unemployed are placed in other employment and training activities such as Adult Basic Education (ABE) or General Education Development (GED) classes, work sites with public employers or skill sites with private employers developed by the clients themselves.

Classes consist of 20-25 participants (male and female) ranging from 17-55 years of age and have included those with fourth grade education to college graduates with masters degrees. Participants come from all walks of life — those who have held good jobs for long periods of time to those who have had a series of unsuccessful part-time jobs. Some have never worked. Many clients come to Job Club immediately after applying for state assistance. For the majority of those entering the program, Job Club is viewed as the punishment inflicted for their predicament — being on welfare.

Specific expectations of the Marquette County Department of Social Services require that the emphasis of Job Club should be on the job search and getting a job rather than focusing on career changes, providing "therapy" or effecting major changes in the values and personalities of the participants. These programs, while of value, are provided by other agencies in the community, dilute the focus of the Job Club program, and when used previously in Marquette County did not result in people getting jobs. The primary goal of the Job Club program in Marquette County is to increase the clients' effectiveness as job seekers.

What Is A Job Club?

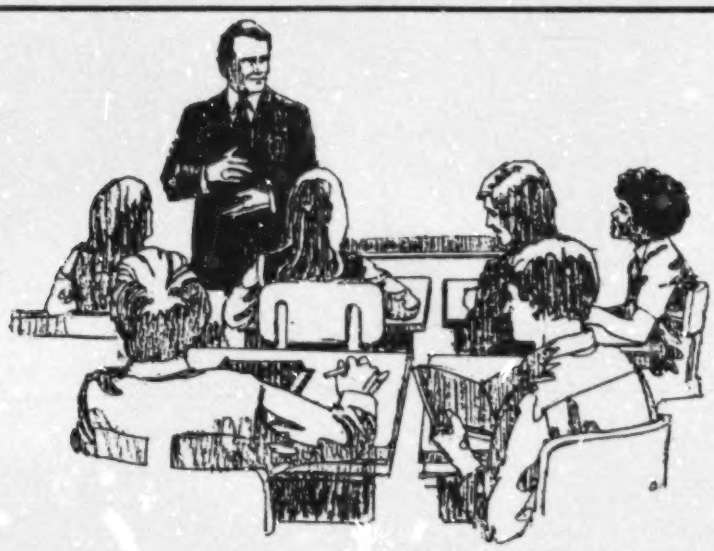
Job Club is a nationally recognized method of job placement. Although there is some variation in the many programs, all combine the teaching of job seeking skills and the supervising of job search activities in a group setting. Most Job Clubs throughout the nation include some or all of the following:

1. Provide information about the search for work and the labor market.
2. Provide training and practice in acquiring job search skills.
3. Provide supervision during the actual job search.
4. Provide positive reinforcement and group support.[1]

1. Part of the role of the Job Club instructor is to disseminate information. Almost every day information about the labor market in Marquette County, including specific information about various employers, is given by the instructors. Each participant is required to register at the Michigan Employment Security Commission (MESC) and is encouraged to return each week for job updates. Also encouraged are visits to the Displaced Workers Office, the Six-County Consortium for Employment and Training (JTPA), and the Bureau of Vocational Rehabilitation. Department of Social Services clients are required to visit K.I. Sawyer Air Force Base to see what jobs are available there. In addition, each day every member of the class comes with current information on the hiring status of Marquette County employers.

2. Training and practice are given in all phases of job seeking activities. Topics covered include talking to employers, telephone canvassing, filling out applications, writing a resume, interview training, and writing letters of application. These activities are closely monitored by the instructors. Simulated (mock) telephone calls and videotaped interviews are critiqued by the entire class.

[1]U.S. Department of Labor, Office of Research and Development, Employment and Training Administration, *The State of the Art in Job Search Training*, by Miriam Johnson (San Francisco, Olympus Research Centers, 1982), p. 3.



3. Supervision during the actual job search includes the recording and reviewing of job contacts by the instructor, the monitoring of actual phone calls and the discussion of interview outcomes with employers when appropriate.

4. Positive reinforcement and group support are vital components of a Job Club program. What raises self-concept for the participants more than anything else is a slow and steady improvement of actual job-seeking skills. Developing a resume that lists many positive qualities, learning to speak positively about oneself to an employer, and successfully completing tasks that are viewed as unpleasant requirements (the mock telephone call and the videotaped interview) are concrete accomplishments that help to develop a positive self-image. Many participants show evidence of improved self-confidence and self-image although formal confidence building exercises are not used. Improved self-image seems to be a natural by-product of being in Job Club.

Positive reinforcement occurs on an individual basis whenever possible. Relating to the group as individuals and offering sincere praise whenever possible are effective methods used by the instructor to improve a participant's self-confidence. The most effective method of positive reinforcement occurs when the group comes together and supports each other.

What Can Be Considered Success?

If one were operating an employment agency, the total number of clients who obtain jobs could perhaps be considered an appropriate criterion for success. However, since Job Club is an Adult Education component, other considerations must enter into a definition of what should be considered Job Club success.

The Marquette Job Club considers a client's participation in Job Club to have been successful when (1) he has obtained employment, (2) there has been an improvement in cognitive skills or demonstrated ability, (3) there has been improvement in the participant's self-concept, (4) there is a desire to go on to further schooling to obtain a GED or a high school diploma, (5) there has been a noted improvement in an individual's behavior — generally from hostility to compliance to interest, (6) the participant himself realizes that he has gained something from the program (including such things as renewed interest in finding a job, getting on a daily schedule, finding out more about himself, developing friendships with people who have similar problems, etc.), (7) the participant has received one-half unit of credit towards his high school graduation requirements.

Competency Expectations For Job Club Participants

During the four weeks:

1. The student will make seven job contacts each day to look for work.
2. The student will telephone at least five employers during class time to inquire about work.
3. The student will make at least 38 personal contacts with employers outside of class to inquire about work.
4. The student will explain the Targeted Job Tax Credit to a classmate or the instructor.
5. The student will explain on-the-job training through the Six-County Consortium to a classmate or the instructor.
6. The student will successfully complete one simulated telephone call.
7. The student will complete two practice job applications.
8. The student will successfully complete a resume.
9. The student will write a letter of application.
10. The student will successfully complete a videotaped interview.

Job Club Assessment

The following are those reasons most responsible for the operation of a successful Job Club program in Marquette County.

1. *The relationship with the Department of Social Services (D.S.S.).* Clients placed in the program realize that this is the first step in an ongoing process hopefully leading to employment. As previously mentioned, those clients without jobs at the end of the four weeks are placed in an Adult Basic Education (ABE) or General Education Development (GED) class, at a work site, or at a skill site which the client himself develops with a private employer.

   Dates for Job Clubs are mutually agreed upon by the instructors and D.S.S. and the realization that there are other obligations after Job Club helps to enable the participant to take Job Club more seriously. Employment and Training workers from D.S.S. come to Job Club the first day to remind clients of their responsibilities, to answer questions, and to see if any clients have problems. The difference between the Sub-Contractor (School District) and the Department of Social Services is explained and the importance of attendance and cooperation is emphasized.

   During the four-week program the Department of Social Services closely monitors attendance. Clients are responsible for notifying their service workers when an absence should be excused. Clients sign an attendance sheet each day and it is the responsibility of the Job Club aide to keep accurate records. There is a close working relationship with the Department of Social Services service workers and any problems encountered by or with the participants are taken care of immediately.

2. *The relationship with the Six-County Consortium (JTPA).* The Job Club program has always maintained close ties with CETA (now JTPA). Twice during the four-week Job Club (usually the first and last weeks) the job counselor from JTPA comes to explain his program to the group, to hand out identification cards which can be given to employers, to collect resumes, and to talk about job openings that are presently available. As openings occur the JTPA office gets in touch with the Job Club instructors who pass them on to the group.

   The close working relationship among the School District, D.S.S. and the Six-County Consortium for Employment and Training may be unique in the state of Michigan and is a key factor in the success of the Marquette Job Club.

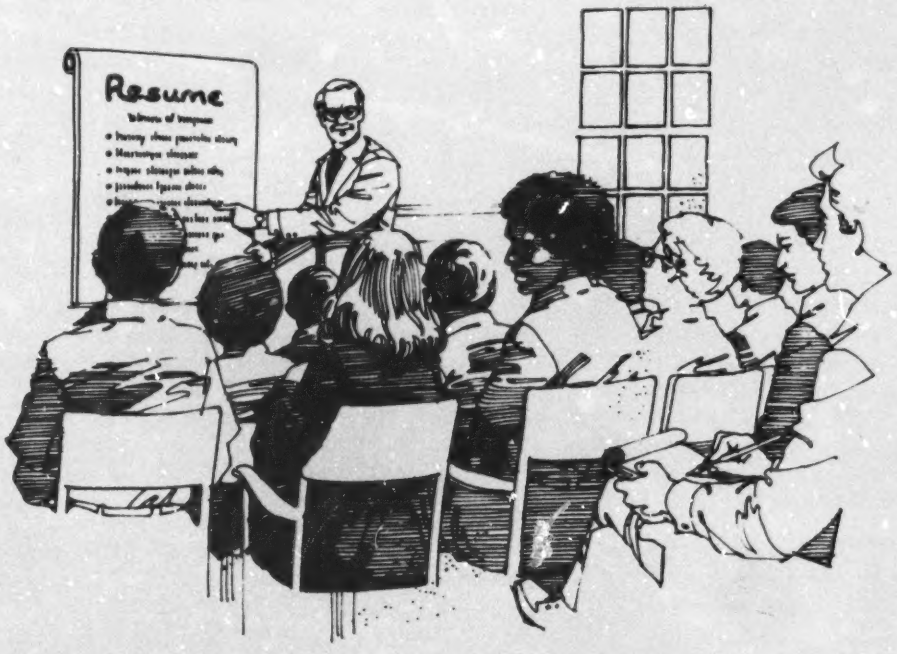
3. *The Targeted Jobs Tax Credit (MESC) and OJT through JTPA.* Participants in Job Club are made aware of the tax benefits available to employers who hire them. They practice talking to employers about these tax breaks and are encouraged to list them on an application. The majority of the Job Club participants obtain employment with employers interested in tax benefits. If a participant has difficulty reaching an agency counselor (MESC or JTPA) the instructors intercede on his behalf, especially when an employer is interested in hiring him.

4. *The relationship of instructors and participants.* Evaluations of their Job Club experience completed by the participants indicate that the personalities of the instructors and their willingness to treat participants as people rather than welfare recipients is a major reason they feel comfortable in Job Club. The instructors expect to like each person and group and treat people with respect. Dealing with individuals privately when problems occur helps to eliminate embarrassment and animosity and develops a one-to-one relationship. Humor is a class constant and hostility when it occurs is not viewed by the instructors as a personal assault. An attempt to "hang loose" is always present. By the second or third day, all class members' names have been memorized. It is much easier to get a better idea of where people are coming from when one knows who they are. In addition, the instructors try to model appropriate dress and classroom behavior.

   As soon as possible the welfare stigma is erased for each person (this attitude comes from the client, not the instructors!) and the classroom relationship with D.S.S. is not stressed. Job Club ceases to be the threat or the punishment it is often assumed to be and real learning and positive accomplishments begin. Sincere praise is used often. The instructor becomes the group leader rather than an authority figure and most teaching is done sitting down as a part of the group.

   The participants are adults and are treated as such. They conduct their own job search, seek out answers to their own questions and are assisted by the instructors only when they have been stopped in their own efforts. Support and encouragement are always given, but not as a substitute for the participant's own endeavors.

Hostility evidenced by individuals or the group has become less and less of a problem. When it does occur it usually helps to let the person vent his frustration or anger before attempting to help him or show him another point of view. Often a potentially hostile group ceases to appear hostile by the third or fourth day. Sometimes what passes for an underlying hostility may be due to shyness or fear of what is to come. Once a person discovers the program is not nearly as terrible as he had anticipated, he relaxes and becomes a part of the group. It is important to keep one's sense of balance when hostility flares and to remember it is not a personal affront on the instructor, but a reaction to the frustration and stress of the person's situation. When a participant receives something of value from the program, the hostility disappears. Oftentimes, quick assumptions about people in the group prove to be incorrect.



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5. *The classroom atmosphere.* The focus of the classroom time is always on getting a job. The attendance requirement, the required number of contacts and the amount of information to be covered each day help to create a business-like atmosphere. The first day (which includes the signing of the Job Club contract) sets the tone. Throughout the program whenever clients attempt to dwell on negatives or an individual's problems with D.S.S., the conversation is turned back to job seeking as soon as possible. Dealing with personal problems and animosities privately outside of class, as often as possible, removes tension and anxiety from the classroom and the class is able to move forward. Food, beverages and smoking are restricted to the lounge area.

   The principle in operation at all times is "what you expect is what you get." Most participants have fears of revealing their inadequacies before others. For an instructor to yield to those fears is to deny the participants the possibility of rising above them. Everyone in the group learns from the strengths and mistakes of others. Thus, the entire class observes and critiques simulated telephone calls and videotaped interviews.

   Class organization is important. A clear idea of what is to be accomplished each day is important to avoid being sidetracked. Without a sure sense of direction it would be easy for class discussion to disintegrate into a "kaffee klatsch."

6. *The focus on getting a job.* An instructor can talk about resumes, applications, interviewing techniques, etc., forever, but unless participants actively seek work they will never get a job. Each participant is capable of getting his own job. Dressed appropriately, armed with a resume and tax credit information, and using techniques learned in class, a Job Club participant is well prepared to get that job when it presents itself. And present itself it does! The Job Club has more information about jobs available in Marquette County than any other individual agency. Listening to seven contacts each day from 20 or more participants gives a fairly accurate account of what jobs are available.

How To Set Up A Job Club

Because a large part of the success of the Marquette Job Club can be attributed to the smooth working relationship between the Marquette Area Public Schools, the Department of Social Services, and the Six-County Consortium for Employment and Training (JTPA), it would be advantageous for a district or agency desiring to establish a Job Club Program to contact its county D.S.S. and JTPA to see if a similar arrangement could be agreed upon. Each agency in Marquette County works as a separate entity, but since each is often working with the same client, a strong attempt is made to assist the client in those areas each agency does best. The Department of Social Services continues to assist with financial help, establishes guidelines for clients' activities and behavior and schedules clients into the program. The School District helps the client learn job hunting techniques, provides a resume and tax credit information and through the class offers support and a mechanism to survey job search activity. JTPA through the Six-County Consortium develops job leads and assists the clients in finding work.

When a working relationship has been agreed upon, funding arrangements can be discussed. Most of the funds for the Marquette Job Clubs have come from the Department of Social Services, although CETA, the Marquette County Board of Supervisors, and the School District have funded Job Clubs at various times during its existence.

After preliminary dialogue has been established it is essential that ongoing contact among the three agencies be maintained. During the four weeks of Job Club, discussions should be carried on each week among the instructors, the employment and training workers from D.S.S. and the job counselor from JTPA.

Once a Job Club program is decided upon an instructor must be selected. According to Miriam Johnson, "to operate such a program requires leaders of uncommon skill in group dynamics who exude relaxed self-confidence as well as a solid foundation of knowledge about occupations, labor markets, and job search techniques."[1]

An optimist should be selected since there are many pessimists among the participants and an instructor must be able and willing to present the other side! If credit towards high school graduation will be given to participants, it is necessary that the instructor be a certified teacher.

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[1]Ibid., p. 46.

When the instructor has been selected, a meeting should be set up with D.S.S. workers to develop guidelines for each group. Such things as the size and makeup of the group should be discussed.

If at all possible, a variety of clients should be placed in each group. In addition to learning from the instructor, group participants learn from each other. Too many people in any one category tend to give a group a certain bias.

For example, when a group contains quite a few people who are convinced that there are no jobs, it becomes very easy for the rest of the group to agree and to cease to seriously look for work. If several people in the group will accept only high wages in order to be able to support their family, those participants looking for an excuse to stop their job search will quickly adopt that rationale.

Each Job Club has a personality all its own. Too many clients of any one type tend to bend the personality of that group to their point of view. The more diverse a group is the more they adopt positive behaviors from each other and the less entrenched in old patterns of behavior they seem to be.

Procedures for dealing with particular problems should also be discussed. For example, how shall one deal with and who shall be responsible for (1) those coming to Job Club under the influence of drugs and/or alcohol, (2) those who are not meeting class expectations, (3) hostile clients, (4) clients with special problems — child care, part-time jobs, emotional difficulties, personal hygiene problems, etc.

Decisions should be made about requirements — the number of job contacts that should be made and the division between personal visits and phone calls. It should be decided if relocation to another area should be encouraged.

At this time the classroom aide should be selected. Unless other clerical help is available one of the most important functions of the aide is typing resumes. Both the aide and the instructor should be able to deal with all types of people, many of whom are under great stress. The ability of the aide to conduct the class at times is a definite asset.

If at all possible several days should be spent observing a Job Club in action to get an idea of ways to deal with the participants as well as an idea of curriculum content. According to Miriam Johnson "Leaders need better training and supervision than merely being provided with written materials and seeing someone run one session. They need to observe effective models in operation, they need a period of internship, of tryout, of critiquing, and supervision."[1]

The instructor and aide need to be aware of agencies in their locale that can help job seekers — MESC, JTPA, Displaced Workers, the Chamber of Commerce, libraries, schools, etc. Contact should be made with these agencies and their help solicited.

The physical plant can enhance the Job Club program. The ideal situation would consist of a large room with a table (or tables put together) around which the class is able to sit. If only desks are available they can be put in a circle so that a group feeling can be developed. A situation in which participants sit around several tables and have their backs to each other tends to create small discussion groups and isolates participants from each other.

A group of 18-22 is ideal. If there are too many participants the program cannot be fully implemented — there simply is not enough time. If there are too few participants it is more difficult to uncover job openings and to generate enthusiasm.

Participants should have access to telephones, either in the classroom or in another area of the building. In order for the class to hear both sides of a telephone conversation, a conference telephone with a speaker hook-up is needed.

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[1]Ibid., p. 47.

A separate room is necessary where interviews can be videotaped while the class meets in the classroom. If another room is unavailable, it may be necessary to dispense with class for the day and have participants come in for their interview time only.

Also needed is an area for private discussions, where personal problems of clients can be dealt with, where D.S.S. workers can talk to clients if necessary, and where the aide can meet with participants to go over information for their resumes.

All smoking, eating and drinking is done in a lounge area. If a lounge or relaxation area is not available, problems that might occur should be thought out in advance.

Access to a typewriter and copying machine is crucial. Supplies, such as folders, paper, pens, and any curriculum materials to be handed out, need to be acquired before the program starts. Since many clients cannot afford a newspaper, the want ads from area newspapers should be brought in each day.

A filing cabinet should be available or some sort of filing system devised. Curriculum materials to be handed out through the course of the program, resume originals, materials pertaining to job seeking, and records and information from each class need a storage area.

In addition, systems should be developed before Job Club starts to take care of (1) job openings as they occur, (2) records of each person's job contacts, and (3) attendance and class requirements (decided in advance).

Last, but not least, a time for program evaluation by the students and by the staff should be built into the class schedule so that problems can be recognized and improvements made.

Curriculum

WEEK ONE

Day I

- Hand out folder containing information sheet, contract, etc.
- Expectations, rules, regulations
- Attendance/sign-in sheet
- Job Club Expectations (Contract)
- Background sheet
- Getting acquainted
- Discussions:
  - How to get a job
  - What is a contact
  - Targeted Jobs Tax Credit (TJTC)
  - OJT (JTPA) information
  - Telephone log book of current jobs
  - Choices facing participants
  - How to get bus tickets
  - Mileage reimbursement
  - Hair cut vouchers
- Read latest want ads and give job leads
- List 10 places where you would like to get a job
- List any employers in the area you know personally
- Visit from Department of Social Services service workers
- Phone call information sheet

Day II

- Filmstrip *The Search*
- Information on K.I. Sawyer AFB (required visit)
- Read want ads (want ads are read aloud each day)
- Go around group — seven contacts per person given verbally (new people go with aide for orientation)
- Job Sources — where you can find information about jobs
- Hand out employer contact suggestions

Day III

- Filmstrip *The Application*
- Work on resumes (hand out booklets and information sheets)
- Instructor contacts employer for a visit to the group
- Someone in group explains TJTC and OJT
- Hand out telephone conversation suggestions
- Work in pairs on simulated phone call
- Go over information on cover letters
- Job contacts

Day IV

- Someone in group explains TJTC and OJT
- Hand out check list for mock phone calls
- Mock phone calls
- Visit from job counselor from Six-County Consortium for Employment and Training (JTPA)
- Report attendance to D.S.S.
- Students phone employer during break
- Job contacts (aide works individually with students on resumes)*

Day V

- Mock phone calls
- Job contacts (aide works individually with students on resumes)*
- Go over information on filling out applications

*Continue on resumes each day until each student has one!

WEEK TWO

Day I Videotape *Bill Moyers' Journal*
Divide into groups to go over worksheet for videotape
Group discussion of videotape
Job contacts

Day II Hand out worksheet *Read Everything Before Doing Anything*
Someone in group explains TJTC and OJT
Job contacts
Students phone an employer using buddy system for evaluation
Mock phone calls
Students call employer during break

Day III Job contacts
Mock phone calls
Go over various applications from Marquette County businesses
Students complete Sambo's application
Visit from employer*

Day IV Filmstrip *The Interview*
Information on interviews
Go over *Appropriate Questions Employers Ask*
Job contacts
Students phone an employer using buddy system for evaluation

Day V Film *Making It Work* (CETA) and worksheet
Hand out *Interview Questions* and *Questions to Ask an Employer*
Work in pairs asking and answering interview questions
Answer orally, "Tell me about yourself."
Return Sambo's application and discuss

*Date may vary

WEEK THREE

Day I Film *Interview — Ready or Not?*
Discuss film using worksheet as a guide
Answer orally "Why should I hire you?"
Job contacts
Work in pairs — conduct a real interview
Relocation information

Day II Discuss orally "Why do you want to work here?"
Job contacts
Students phone an employer using buddy system for evaluation
Hand out *Factors Influencing an Interview*
Film *Interviewing Techniques*
Discuss film using worksheet

Day III Job contacts
During break students sign up for videotaping on the following day.
List of what to look for in interviews
Work in assigned pairs; conduct interview using formal evaluation sheet
Discuss results

Day IV Videotaping of interviews
Job contacts
Students complete Shopko application
Students compile list of where they have current applications on file
Write sample letters of application
Skill site information

Day V Repeat skill site information
Critique videotaped interviews
Job contacts
Return Shopko applications and discuss

WEEK FOUR

Day I Critique videotaped interviews
Job contacts (divide into two groups if necessary)

Day II Critique videotaped interviews
Interviews for students who missed videotaping
Job contacts (divide into two groups if necessary)
Students phone an employer using buddy system for evaluation
Film *Your Erroneous Zones* — Part I
Discuss film using worksheet

Day III Job contacts
Discuss applications privately with students
Film *Your Erroneous Zones* — Part II
Discuss film using worksheet

Day IV Catch-up day
Job contacts
Discuss applications privately with students
Visit from job counselor from Six-County Consortium for Employment and Training (JTPA)
Students meet individually with D.S.S. workers to receive next assignment
Complete evaluation for State of Michigan Department of Social Services

Day V Job contacts
Summary of class — important things to remember
Evaluation of program for our files
Party! ! !

Curriculum Guide

FIRST DAY — The first day is spent setting the tone for the remaining 19. Expectations, rules and regulations, and setting the focus on job seeking are all presented seriously. Friendliness and cheerfulness are exhibited at all times, but a businesslike atmosphere is always maintained.

As an incentive to get the group started and as proof that there are jobs available, all known job openings are recounted.

JOB CONTACTS — Each participant is required to make seven job contacts a day. Part of every day is spent listening to each participant relate the successes or failures of each person's job search. To maintain an overall idea of each person's job seeking activities either the instructor or the aide keeps a written record of each person's contacts. Each participant is accountable for his own contacts. Oral contacts provide hesitant Job Club members with a means of contributing to class participation in a positive way. In addition, the group learns a great deal about businesses in the area.

The following are considered valid contacts: a phone call to an employer, a personal visit to a business, any follow-up calls or visits, any written communication to an employer and any phone or personal contacts with JTPA, MESC, or Displaced Workers.

Phone calls which are not completed due to a busy signal or lack of response are not considered valid contacts. Answering machines are acceptable contacts only when a message has been left for the employer.

Reading the want ads and talking to friends or relatives are generally not considered valid contacts although they can at times provide useful information. At all times, talking to the person who does the hiring is stressed.

RESUMES — Resumes are introduced on the third day when most latecomers have joined the group. Each person develops his own resume during class as the instructor leads the group from category to category using large sheets of paper on which the information desired has been printed.

Since only one resume can be developed for each client, a standard form is used that seems to be [illegible] received by employers in the area. Each person receives ten copies of the original (which is kept in a file permanently) and may receive more copies as needed. Anyone who does not complete a resume is placed in the next Job Club. Resumes developed by the participants prior to their Job Club experience are checked to be certain they are appropriate.

When the participant has compiled all the necessary information for the resume, he tells the aide he is ready to sit down privately with her. This is only done during Job Contacts for that particular day. The aide checks the resume for correct spelling and grammar and completeness of information. When everything is complete, the resume is typed and copied by the aide.

SIMULATED TELEPHONE CALLS — After receiving instruction in how to make an effective call, each participant is required to make a simulated phone call to an employer of his choice asking about work. The call is received in the classroom through a conference phone hook-up and all members of the class are able to hear. A member of the class or the instructor plays the role of the employer. When the caller returns to the classroom, the class participates in an oral evaluation of the call listing positive comments first followed by possible improvements.

APPLICATIONS — Two practice applications are completed by the participants during Job Club. They are corrected by the instructor and returned. The instructor meets privately with each participant to go over those areas in need of improvement or clarification. Occasionally, unpleasant situations in the student's background are revealed and the instructor and the student work together to improve the application.

TELEPHONE CALLS — Telephones are made available for calling local employers. Long distance calls may be made free of charge from the Department of Social Services or the Displaced Workers office.

BUDDY SYSTEM OF TELEPHONE CALLS — Participants work with a member of the group with whom they feel comfortable. Each phones an actual employer about work and the partner critiques the phone conversation using an evaluation check list. After the telephone call they discuss further improvements.

INTERVIEWING PRACTICE — During a three-day period participants work in pairs and interview each other. The first day consists of answering common interview questions and listening to how the responses sound. On the second day the participant chooses a different person to work with and an actual interview is conducted. Participants are encouraged to walk away from their partners and think about how they will approach the interview. During this time the partner who will conduct the interview decides which questions

he'd like to ask. After the interview an evaluation is made and suggestions for improvement are offered by the person conducting the interview. Then roles are reversed and the entire process is repeated.

The last practice interview takes place between persons selected by the instructor to work together. People with certain strengths are chosen to work with others who could benefit from that strength. Over the three-day period improvement is always noted. Working with someone he may not know really well somehow encourages a participant to give a little more effort.

During the practice interviews class members are reminded they have the option of not answering specific questions that might reveal unpleasant personal information. They are encouraged to discuss problem areas with the instructors. Many choose to be open and discuss them with a classmate.

VIDEOTAPED INTERVIEWS — One day is devoted to videotaped interviews and all interviews are done at that time. The day before the videotaped interviews, students sign up for their interview. They are able to select the business and the position for which they will be applying. Colleagues working in the Adult Education office volunteer to be interviewers. Each interview lasts between 7-10 minutes. The following three days the entire class watches and critiques each interview. Again, positive comments are elicited first and then improvements are suggested.

RELOCATION — A portion of one class period is devoted to methods of finding jobs in other areas of the country. Writing to agencies, especially Job Service and the Chamber of Commerce, for information about other cities is covered and a form letter which can be adapted to the participant's needs is provided. A relocation file of materials from other states has been developed for use by the students. The Department of Social Services has some money available to assist eligible clients who wish to relocate.

MISCELLANEOUS — The Department of Social Services reimburses mileage and provides bus tickets to help participants get to Job Club and back home. Child care is also reimbursed or provided. The School of Cosmetology at the D. J. Jacobetti Vocational Skills Center offers a free haircut and/or a permanent at cost to Job Club members.

WORK CITED

U.S. Department of Labor, Office of Research and Development, Employment and Training Administration. *The State of the Art in Job Search Training*, by Miriam Johnson. San Francisco: Olympus Research Center, 1982.

A report which summarizes the national state of the art study of Job Search Training programs (JST) as offered in Labor Department programs — CETA, WIN, and the employment service. Observations and interviews from 30 JST sites. Useful evaluation criteria which can be used to evaluate and improve one's own program.